**K-5 Math Lesson Plan**

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| **Teacher:**  **Susan Gardiner** | | | **Grade:2** | | | **Date(s)**: Unit 1-Task 2-Day 6 |
| **Unit Title:**  **Understand Place Value (Hundreds, tens, ones)** | | | | **Corresponding Unit Task: Using the total number of each item in the school inventory, represent each number multiple ways., Use base ten blocks, place, and number words.** | | |
| **Essential Question(s): All EQ’s for unit task 2** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Task 2 Rubric** | | **Student:**  **Task 2 Inventory Investigation**  **School Inventory Picture** | | | **All Unit One Vocabulary** | |
| **Learning Experience** | | | | | | |
| ***8 Mathematical Practices:***  *1. Make sense of problems and persevere in solving them.*  *2. Reason abstractly and quantitatively.*  *3. Construct viable arguments and critique the reasoning of others.*  *4. Model with mathematics.*  *5. Use appropriate tools strategically.*  *6. Attend to precision.*  *7. Look for and make use of structure.*  *8. Look for and express regularity in repeated reasoning.* | ***Common Core State Standards: 2.NBT.1 – Understand that the 3 digits of a 3-digit number represent the amount of hundreds, tens, and ones. 2.NBT.3-Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.*** | | | | | |
| **I Can Statement(s):All I Can statements for Task 2** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  N/A | | | | | |
| **Teacher Directed: Teacher goes over directions for the Task 2 Inventory Investigation and gives students the school inventory picture and task.** | | | | | |
| **Guided Practice:**  **N/A** | | | | | |
| **Independent Practice: Children perform Inventory Investigation for Task 2** | | | | | |
| **Closing/Summarizing Strategy:**  **Teacher Reviews Inventory Investigation for Task 2 with children.**  **Children work in Centers they were unable to get to yesterday while teacher again pulls children who still need support with skills.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| N/A | | | N/A | | | N/A |
| **Assessment(s):Task 2 Inventory Investigation** | | | | | | |
| **Teacher Reflection:** (Next steps?)  **Math Centers: These are listed under each day, also.**  **Place Value from Ed Helper.com Number Concentration Birthdays**  **Big Man, Little Man Daytona 500 Base Ten Cups**  **Out Number Your Neighbor Base Ten Riddles Roll the Dice** | | | | | | |